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ABSTRACT

Selected student variables that are indicators of a successful secondary program for the educable mentally retarded were compared and evaluated on the basis of descriptive data for 4,425 students in the 233 classes in Alabama and interviews with 30 former students. Results from a questionnaire sent to high schools revealed data such as the following for the independent variables: 53% of the classes were from rural areas, 53% of the students were black, 68% of the students were male, and 70% of the incoming teachers (1971 through 1973) held only the bachelor degree. Data for 258 students from 19 classes on independent variables (such as academic achievement) and dependent variables (such as age, sex, and race) indicated the following results: females scored significantly higher than males in spelling and reading, males scored significantly higher than females in self concept and social adjustment, white students were significantly higher than black in reading (no other significant differences on race were found), and age was not a significant factor. Some of the results from interviews with 23 male and seven female former students (FS) indicated that 15 FS were successes (based on criteria for employment, owning or renting a home, and no arrests), that 20 FS were employed, that eight FS were renting or buying a home, that six FS were married, and that few FS had received vocational training. The study had implications for local school administrators and teacher training programs that resulted in 16 recommendations such as providing on-the-job training programs with the vocational rehabilitation counselor playing a larger role than in the past, and evaluating reasons such as conflict with authority figures and racial strife for student withdrawal before graduation. (MC)

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A STUDY OF SECONDARY EDUCABLE PROGRAMS IN ALABAMA

Special education emphasis has traditionally been placed at the intermediate or elementary level, in terms of identification, unit placement, and teacher training. The movement toward a sequential program has gained momentum, and has been given strong support in the literature of recent years. (Clark and Oliverson, 1973). Such a trend has reached such sizeable proportions as to become a target area of the United States Office of Education and the Bureau of Education for the Handicapped. If such programs are to be successfully implemented, qualified personnel must be produced by teacher training institutions. Although much has been written about teacher competencies and competency based programs, these competencies are usually not defined in terms of systematically identified student needs. As this goal becomes a reality, evaluation of the relationship between teacher training programs and teacher implemented curriculums will become more practical. The major purpose of this study was to compare and evaluate selected student variables that are indicators of secondary program success. Conclusions and recommendations are presented that are relevant to local school administrators as well as secondary training programs.

Method The study was divided into three phases. In the initial phase, a comprehensive accumulation of descriptive data was gathered through utilizing a total sampling of the 233 high school educable programs in Alabama. A questionaire designed to investigate significant variables was sent to each of these classes. A return

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of 187, or 80% was received. In the second phase, more specific data was gathered on 258 students from 19 classes for the purpose of making a number of statistical comparisons. This data primarily investigated the independent variables of academic achievement, self-concept, and social adjustment. The three instruments utilized to measure these factors were the Wide Range Achievement Test (WRAT), the Piers-Harris Self-Concept Scale and the Quay Behavior Checklist, respectively. Dependent variables included sex, age, race, employment, years in special education, and years in the program. A clinical approach was used in the third phase which included interviews with thirty former educable retardates in an effort to ascertain factors that significantly affected their present life situation. All students had been out of school for five years or less. Those interviewed were classified as graduate successes, graduate failures, and dropouts, according to predefined criteria. The following characteristics were associated with successful youth. (1) Employed and earning at least minimum wages, $66 weekly, 40 hours (marriage for females, continuing education, and service in the armed forces were acceptable alternatives), (2) Employed at least one year (unless unavoidable circumstances were involved), (3) Owns or is buying an automobile, (4) Owns, buying, or renting a home, (5) No arrests. Former students who were unable to hold a steady job, have difficulty adjusting socially, and in general exercise a dependence on society were classified as failures.

Results and Discussion Phase I. At the present time, there are 4,425 students in 233 classes for the educable mentally retarded at the high school level in Alabama. Fifty three percent of these classes

were from rural areas and 47 percent were classified as urban. White students composed 47 percent of the total, while blacks made up 53 percent. Sixty eight percent were males as compared to 31 percent females. Factors of causation that may be operating here include the types of vocational trade areas available and the referral system. Eight hundred and thirty one students were employed at least part-time. Over one half of these (58%) were supervised to some extent by school personnel, while only one percent were supervised by the Vocational Rehabilitation Services counselor. This may suggest counselor caseloads that are too large to allow on-the-job supervision, or it may be due to job descriptions. In terms of grade levels, 50 percent were tenth graders, 31 percent were in the eleventh grade, and 19 percent were in the twelfth grade. The predominance of students in the tenth grade and progressively less in each of the succeeding years may be attributed to mandatory legislation in Alabama. With the establishment of 1,000 new teacher units during the last biennium (1971-1973), many new programs at the secondary level were initiated. Referrals to these classes were probably concentrated at the tenth grade level to allow students to benefit from two additional years in the program. The normal attrition rate in Alabama may also have been a factor. The curriculum area that received the most emphasis was occupational information and preparation. When the question was reversed, the area that received the least emphasis was academics. Seventy percent of the teachers responding held Bachelor's degrees, while 29 percent were at the Master's level and one percent held Educational Specialist degrees.

The University of Alabama in Tuscaloosa provided most of the special education training obtained in Alabama.

Phase II. The selection of students to be tested in the second phase was based on information supplied from the questionaires. The number of years the teacher had taught (in special education, at the secondary level, and in this particular program) and his degree level, were variables that received consideration. Control of variables was accomplished to the greatest extent in programs that had been in existence for one year and were taught by a Caucasian, Bachelor's level teacher. As the years the program had been in existence increased, the complexity and disparity of the accompanying variables also increased. Therefore students included in the second phase were primarily from first year programs and taught by Caucasian, Bachelor's level teachers. This was done in an effort to maximize variable control.

In a comparison of males and females, there was a significant difference in spelling (.01) and reading (.01) with the females having the highest means. No significant difference was found in arithmetic. A significant difference in favor of the males was noted in self-concept (.02) and social adjustment (.03). When race was examined, white students scored highest in reading(.01) with a significant difference occurring, but there was no significant difference as to the other variables. No significant difference was found between students who were employed and th se who were not. When students who had been in the program for more than one year were compared to first year students, those one year students performed better and were significantly different in spelling (.01) and reading (.01), while those in the program over one year scored highest and were

significantly different in social adjustment (.03). No significant difference occurred in arithmetic or self-concept. These results were repeated when students who had been in special education for one year were compared to those who had been in special education for more than one year. Chronological age (13-18) was not a significant factor with any of the variables.

Arithmetic was not a significant variable in any of the comparison groups. Language skills (reading and spelling) were generally a more discriminating area. Female superiority in language skills was predicted, as was male superiority in self-concept, which may be due to a stronger ego. However, the male edge in social adjustment (behavior as viewed by the teacher) was not predicted. With most of the written material being the product of a Caucasian society, white student superiority in reading was not a surprise. Those students in special education and the high school program for the first year who performed better in language dills than those who had been in the same programs for longer periods of time, could have done better due to a greater emphasis on academics in the regular classroom. Minimally certified or poorly prepared teachers could also be a contributing factor, along with preconceived expectations of the child's level of performance. The fact that those who had been in the program for more than one year did better in terms of social adjustment is in keeping with the earlier research of Sparks and Younie (1969). The lack of significant findings attributable to age may also have some interesting implications. Since test results indicate that students do not significantly improve above the chronological age of 13, perhaps

the possibility of earlier emphasis on vocational information and preparation and activities of daily living should be considered, with less emphasis on academics.

In addition to the one way analysis of variance, Pearson's Product Moment Correlation Coefficient was utilized to ascertain the amount of correlation that occurred between the five primary variables. A significant relationship occurred between spelling and reading, spelling and arithmetic, and reading and arithmetic. Each of these three combinations was significant at the .01 level. A negative correlation significant at the .05 level existed between spelling and social adjustment. The same was true of arithmetic and social adjustment. It could be that the more skillful a student is in spelling and arithmetic, the more inappropriate his classroom behavior would be. The inverse of this might also be true. Social adjustment was further found to have a significant inverse relationship with self-concept (.05). It may be that the better a student feels about himself, the poorer the behavior he might exhibit, or visa versa.

Phase III. Selection of students to be used in the third phase was done on the basis of availability. All students had previously attended Phillips High School and Parker High School in Birmingham, Tipton High School and Southside High School in Selma, Eufaula High School, and Andalusia High School. Interviews were held by telephone and usually lasted from 20 to 30 minutes. In six cases, the Mother was utilized when the individual could not be located. In a more detailed examination of the interviews, there were 23 males and seven females, which is in keeping with the male/female prevalency ratio found in the initial phase. Thirteen were classified

as having went to school in a rural area while 17 attended in an urban setting. Twelve were identified as successes, ten as failures and 8 as dropouts. When the dropouts were listed as successes or failures, there were then 15 in each major category. In terms of marital status, 23 were single, six were married, and one was divorced. All seven who were or had been married were listed as successes. The cause-effect relationship,if existent, is not known. Two thirds of the individuals were Church members and five males had been arrested, aoo of which were minor charges. Twenty-two were still living with a parent or guardian while eight were renting or buying. Some of those still at home were relatively independent and partially supportive of their parents, or reimbursed them for room and board. Twenty were employed while one was attending trade school. In terms of racial composition, 21 were white and nine were black. The relatively low number of blacks was due primarily to difficulty in locating. Based on observations made during the location process, blacks appeared to be more transient which usually was confined to a relatively small geographical area. Guardians with whom they "stayed", (not lived), were commonly without a telephone. Initial attempts to conceal the whereabouts of a particular black were often made, and only upon extended explanation, were those in the study located. Twenty-six of those interviewed were asked if they would place a child of their own (another child if the Mother was used) into the same special education class. Twenty replied in the affirmative, while four of the six negatives clarified or had restrictions attached to their answers. Of the five Mothers who were asked, all were in the former group.

During the interviewing process, attempts were made to identify

characteristics, attitudes, procedures, and recommendations that would be helpful in the areas of secondary educable programs. Of the thirty persons interviewed, everyone completely cooperated and attempted to answer every question that was asked. No one refused to be interviewed. Upon initial contact, an attempt was made to establish a positive rapport. Concern for the welfare of the student plus total confidentiality was assured. Once the interview began, the individual usually was quite willing to talk about his life and personal problems. Defense mechanisms did not appear to be highly developed. Students often made value judgments as to the sincerity of the teacher. Their educational views appeared to be more realistic at this point than when they were in school. Many related a desire to be back in school, to apply themselves to a greater extent, and not to be in such a hurry to "fall in love". Visible reasons for quitting school appeared to be racial strife and inability to get along with the educational authority responsible for discipline outside the special education class.

Few teachers had any record of graduates, much less those who had quit school. If the student was a client of Vocational Rehabilitation Services, he was usually followed until closure occurred, but not after. Some of the individuals asked for personal assistance during the interview, usually in terms of finding a job, getting a driver's license, or returning to school for additional training. As might be expected, the longer a student had been out of school, the more successful he appeared to be, provided he was initially classified as a success. Most individuals were involved in some type of

extracurricular area or had a particular area of enjoyment. Some individuals complained of having nothing to do during their leisure time. Perhaps more of the areas that are enjoyed in high school should be taught as carry-over activities.

In the academic realm, it appeared that very few jobs required reading or arithmetic. Simple arithmetic, especially fractions, seemed to be most helpful. Learning to handle money was definitely a significant need. One girl objected to grades being given, not earned in special classes. The same girl believed that school work should be on the student's level, but it should not be called"special". It was generally believed that diplomas should be the same for everyone, regardless of curriculum. One Mother resented the fact that her child received a special diploma and that the special education students were presented last in the graduation ceremony.

In terms of vocational training, most persons received little or none while in high school. Those who did were usually placed on the job while still in school by the teacher. As earlier mentioned, most jobs required no or minimal academic skills. Motor coordination and ability to get along with other workers appeared to be the most significant attributes. Ceramics and art were the most common areas of vocational training. In fairness to the schools, most students finished school before the advent of Appalachian monies and the prevalency of area vocational schools. Low cost may also have contributed to the popularity of ceramics and art. Youngsters generally believed that the school should take a more active role in placing and supervising students on the job.

The area of special class placement received much attention. The individual's perception of a special education program appeared to depend largely on the teacher and her ability to positively sell her students, the faculty, and the study body on the necessity, benefits, and equality of the class. One former student remarked that a special class would be a great place if everyone else in the school wanted to be in it. Another said that those who think special education is for crazy people are crazy themselves. The percentage of former students who endorsed special education conflicts with the earlier findings of Gozali (1972). Almost without exception, students of a specific teacher had equilavent opinions as to the value and acceptance of the class. If this is generally true, it would lend support to critically reviewing the selection of teachers in terms of desired characteristics. Most persons believed that the child in high school should be given an explanation as to why he had been placed in a special class. In general, the parents who were interviewed were more defensive than the youngsters. However, it was evident that they were aware of their child's limitations.

Recommendations

1. Secondary special education classes for educable students should be located with accessibility to vocational training opportunities.
2. Realistic vocational training programs and on-the-job training with supervision should be made available to all students who are capable of participating. Supervision could be shared by the special education teacher, the distributive education teacher, and the Vocational Rehabilitation Services counselor, with the counselor taking a more active role than he has in the past, especially once

the student has left the school environment.

3. Placement procedures should be examined as to the disproportionate number of males being served in secondary educable classes. Also, the vocational training opportunities available to males and females should be studied.

4. Reasons as to why a disproportionate number of high school educable retardates are in the tenth grade deserves further attention. Effects of mandatory legislation and the general attrition rate are variables that merit consideration.

5. Reasons for female superiority in spelling and reading and male dominance in self-concept and social adjustment should be ascertained.

6. The reading difference in whites and blacks should be further investigated. Caucasian leadership and influence in the literary field may be a contributing factor.

7. Effects on performance attributed to the number of years spent by students in special education classes and secondary programs deserves further attention. Academic emphasis in the regular classroom, certification standards, teacher training programs, and preconceived expectations of student behavior may be influencing variables.

8. Further study as to the effects of chronological age on the examined variables may be worthwhile. If students do not significantly improve in academics, social adjustment, or self-concept past the chronological age of 13, implications for curriculum ameliorations are evident. Earlier vocational training may be suggested.

9. The school and/or rehabilitation counselor should maintain contact with students after they have left school and continue to

17. Although recognition is made that school work should be on the student's level, it should not be called "special". Grades should be earned and not given.

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Table I

Phase I Actual and Projected Totals

	Forms Mailed	Forms Rec'd	Omits	Replys	%Response	Actual Number	Actual %	Proj'd To 100%
No. Students on Roll	233	187	3	184	79	3,413		4,427
Urban	233	187	0	187	80	100	53	123
Rural	233	187	0	187	80	87	47	110
Whites	233	187	5	182	78	1,597	47	2,081
Blacks	233	187	5	182	78	1,817	53	2,346
Males	233	187	5	182	78	2,334	68	3,010
Females	233	187	5	182	78	1,071	31	1,372
No. Employed	233	187	7	180	77	642	19	841
Teacher Supervised	233	187	11	176	76	367	11	487
Counselor Supervised	233	187	7	180	77	21	1	44
Students in 10th Grade	233	187	47	140	60	985	29	1,284
11th Grade	233	187	50	137	59	615	18	797
12th Grade	233	187	49	138	59	392	11	487
Curriculum Area Most Emphasized								
Academics	233	187	12	175	75	31	17	40
Activities	233	187	6	181	78	17	9	21
Daily Lvg. Soc.% Emo.	233	187	3	184	79	8	4	9
Occupt.	233	187	23	164	70	60	32	75
Curriculum Area Least Emphasized								
Academics	233	187	19	168	72	72	39	91
Activities	233	187	8	179	77	29	16	37
Daily Lvg. Soc.% Emo.	233	187	6	181	78	24	13	30
Occupt.	233	187	3	184	79	13	7	16
Rank II Cert.	233	187	3	184	79	124	66	154
Rank I	233	187	1	186	80	48	26	61
AA Cert.	233	187	0	187	80	10	5	12

	Forms Mailed	Forms Rec'd	Omits	Replys	%Response	Actual Number	Actual %	Proj'd to 100%
Area of Cert.								
Special Ed.	233	187	11	176	76	88	47	110
Voc. Ed.	233	187	4	183	79	33	18	42
Voc. Rehab.	233	187	0	187	80	1	1	2
Elemen.	233	187	1	186	80	5	3	7
Second.	233	187	3	184	79	22	12	28
Other	233	187	2	185	79	79	8	19
Full Cert.	233	187	3	184	79	147	79	184
Working to Full Cert.	233	187	1	186	80	36	19	44
High Degree								
B.S.	233	187	1	186	80	129	69	161
M.S.	233	187	1	186	80	54	29	68
Ed. S.	233	187	0	187	80	2	1	2
Training Inst.								
U.A.T.	233	187	3	184	79	46	25	58
U.A.B.	233	187	0	187	80	8	4	9
U.A.H.	233	187	0	187	80	1	1	2
Auburn	233	187	1	186	80	17	9	21
U.S.A.	233	187	1	186	80	23	12	28
Tuskegee	233	187	0	187	80	7	4	9
Al.A&M	233	187	1	186	80	23	12	28
Al. St.	233	187	0	187	80	2	1	2
Montev.	233	187	0	187	80	6	3	7
Florence	233	187	0	187	80	5	3	7
Jack'ville	233	187	0	187	80	3	2	5
Liv'stone	233	187	0	187	80	2	1	2
Huntingdon	233	187	0	187	80	0	0	0
Spring Hill	233	187	0	187	80	0	0	0
Other in-state	233	187	1	186	80	9	5	12
Out-of-state	233	187	1	186	80	14	7	16
Teacher Ethnic Group								
Negro	233	187	1	186	80	54	29	68
Caucasian	233	187	2	185	79	130	70	163

Number of Teachers Within Each Administrative Combination

	1	2	3	4	5	6	7
Respondents	14	24	28	23	22	29	47
Projected Total	17	30	35	29	28	36	59

Administrative combinations are found throughout the appendix and are abbreviated as follows:

1. Self-contained special education only
2. Cooperative program involving special education and vocational rehabilitation in a work-study setting
3. Cooperative program involving special education and vocational rehabilitation in a self-contained setting
4. Cooperative program involving a special education teacher and a vocational rehabilitation evaluator
5. Cooperative program involving special education, vocational rehabilitation, and special needs of vocational education in a self-contained setting
6. Cooperative program involving special education, vocational rehabilitation, and special needs of vocational education in a work-study setting
7. Cooperative program involvirg special education, vocational rehabilitation, and special needs of vocational education in an Area Vocational School

Table 2

Phase II Teacher Information

Administrative Combination	No. Classes	No. Students	Yrs. Exp. (All/SPE/Sec)	Race	Degree	Sex
1	3	33	21-1-1	W	BS	F
			1-1-1	W	BS	F
			1-1-1	W	BS	F
2	3	33	1-1-1	W	BS	M
			1-1-1	W	BS	F
			1-1-1	W	BS	M
3	3	35	1-1-1	W	BS	F
			1-1-1	W	BS	M
			1-1-1	W	BS	M
4	3	46	3-1-1	W	MS	M
			1-1-1	W	BS	F
			3-1-1	W	BS	M
5	3	43	5-2-2	W	BS	M
			3-1-1	W	BS	M
			1-1-1	W	BS	F
6	3	35	1-1-1	W	BS	M
			1-1-1	W	BS	F
			1-1-1	W	BS	F
7	1	33	1-1-1	W	BS	M
Totals	19	258	All=1 (14) Spe=1 (18) Sec=1 (18)	19	BS=18 MS=1	F=9 M=10

Table 3

Phase II One Way Analysis of Variance

Means

Administrative Combination	Spelling	Arithmetic	Reading	Acadach	SelfCncp	SocAdj
1	3.56	3.85	3.57	3.67	51.94	17.59
	31	31	29	29	31	32
2	4.78	5.04	5.02	4.95	55.38	23.31
	32	32	32	32	32	32
3	4.37	4.00	4.23	4.20	47.91	33.11
	35	35	35	35	35	35
4	4.17	4.45	4.52	4.38	51.98	19.33
	45	44	44	44	45	45
5	4.19	4.41	4.05	4.21	52.09	28.72
	40	40	40	40	43	43
6	3.30	3.37	2.93	3.39	51.75	25.58
	28	31	31	28	31	31
7	3.55	4.21	3.86	3.83	48.72	11.67
	33	33	30	30	33	33
Overall Means	4.02	4.25	4.06	4.13	51.39	22.91
	244	246	241	238	250	251

Spelling, Arithmetic, Reading, and Academic Achievement (an average of the first three variables) are averages of grade level. Self-Concept is an average score on a continum from 1 to 80. The higher the self-cept, the higher the score is. Social adjustment is an average score on a continum from 1 to 110. The lower the score is, the better the social adjustment. The number listed under the mean is the number of students who responded to the respective variable.

Analysis of Variance for Administrative Combination

Spelling	DF	Sum of Squares	Mean Square	F Value	Prob F
Numerator	6	5342.05	890.34	3.82	.0015**
Denominator	237	55170.87	232.79		
Arith	6	4041.81	673.63	5.60	.0001**
	239	28745.69	120.27		
Read	6	8792.28	1465.38	3.96	.0012**
	234	86603.59	370.10		
Acadach	6	4895.09	815.85	4.82	.0003**
	231	39124.69	169.37		

	DF	Sum of Squares	Mean Square	F Value	Prob F
SelfCncp	6	1213.00	202.17	1.37	.2253
	243	35788.36	147.28		
SocAdj	6	10974.40	1829.07	6.85	.0001**
	244	65169.67	267.09		

Analysis of Variance for Student Sex

Means

Student Sex	Spelling	Arithmetic	Reading	Adach	SelfCncp	Socajd
Male	3.77	4.18	3.83	3.95	52.52	24.40
	170	172	170	167	176	177
Female	4.60	4.41	4.62	4.54	48.70	19.35
	74	74	71	71	74	74

Spelling	DF	Sum of Squares	Mean Square	F Value	Prob F
	1	3441.49	3441.50	14.60	.0004**
	242	57071.43	235.83		
Arith	1	279.71	279.71	2.10	.1447
	244	32507.78	133.22		
Reading	1	3067.02	3067.02	7.94	.0054**
	239	92328.85	386.31		
Acadach	1	1708.87	1708.87	9.53	.0027**
	236	42310.90	179.28		
SelfCncp	1	757.96	757.96	5.19	.0222**
	248	36243.41	146.14		
SocAdj	1	1330.69	1330.69	4.43	.0341*
	249	74813.38	300.46		

Analysis of Variance for Student Race

Student Race	Spelling	Arithmetic	Reading	Acadach	SelfCncp	SocAdj
White	4.17	4.33	4.43	4.43	50.51	23.94
	152	153	148	146	157	158
Black	3.78	4.12	3.49	3.81	52.87	21.17
	92	93	93	92	93	93

Spelling	DF	Sum of Squares	Mean Square	F Value	Prob F
	1	880.24	990.24	3.57	.0566
	242	59632.67	246.42		
Arith	1	257.84	257.84	1.93	.1619
	244	32529.66	133.32		

	DF	Sum of Squares	Mean Square	F Value	Prob F
Reading	1	5049.97	5049.97	13.36	.0006**
	239	90345.91	378.02		
Acadach	1	1557.04	1557.04	8.65	.0039**
	236	42462.73	179.93		
SelfCncp	1	325.68	325.68	2.20	.1351
	248	36675.69	147.89		
SocAdj	1	447.46	447.46	1.47	.2239
	249	75696.61	304.00		

Analysis of Variance for Employment

Employed	Spelling	Arithmetic	Reading	Acadach	SelfCncp	Socadj
Yes	3.82	4.27	3.57	3.84	50.00	19.38
	24	24	23	23	24	24
No	4.04	4.25	4.12	4.16	51.54	23.29
	220	222	218	215	226	227

Spelling	DF	Sum of Squares	Mean Square	F Value	Prob F
	1	106.98	106.98	.428	.5205
	242	60405.94	249.61		
Arith	1	.78	.78	.01	.9376
	244	32687.72	134.37		
Reading	1	609.43	609.43	1.54	.2138
	239	94786.44	396.59		
Acadach	1	216.76	216.76	1.17	.2806
	236	43803.01	185.61		
SelfCncp	1	51.15	51.15	.34	.5656
	248	36950.22	148.99		
SocAjd	1	332.06	332.06	1.09	.2976
	249	75812.01	304.47		

Analysis of Variance for Number of Years in Program

Tenure	Spelling	Arithmetic	Reading	Acadach	SelfCncp	Socadj
1 Year	4.22	4.29	4.33	4.30	51.57	21.50
	183	184	181	179	188	189
Over 1 Yr.	3.45	4.14	3.28	3.61	51.15	26.98
	60	61	59	58	61	61

Spelling	DF	Sum of Squares	Mean Square	F Value	Prob F
	1	2699.98	2699.98	11.32	.0013**
	241	57479.85	238.51		

Arithmetic	DF	Sum of Squares	Mean Square	F Value	Prob F
	1	99.09	99.09	.74	.6040
	243	32688.16	134.52		
Reading	1	4829.10	4829.10	12.73	.0007**
	238	90288.90	379.37		
Acadach	1	2112.03	2112.03	11.88	.0010**
	235	41764.41	177.72		
SelfCncp	1	8.39	8.39	.06	.8072
	247	36575.62	148.08		
SocAdj	1	1385.37	1385.37	4.62	.0306*
	248	74430.23	300.12		

Analysis of Variance for Number of Years in Special Education

Tenure	Spelling	Arithmetic	Reading	Acadach	SelfCncp	Socadj
1 Year	4.42	4.32	4.59	4.45	51.45	20.89
	139	138	138	138	142	142
Over 1 Yr.	3.50	4.16	3.36	3.70	51.50	25.41
	104	107	102	99	107	108

	DF	Sum of Squares	Mean Square	F Value	Prob F
Spelling	1	5139.77	5139.77	22.51	.0001**
	241	55050.06	228.38		
Arithmetic	1	166.86	166.86	1.24	.2651
	243	32620.39	134.24		
Reading	1	8883.74	8883.74	24.52	.0001**
	238	86234.26	362.33		
Acadach	1	3258.28	3258.28	18.85	.0001**
	235	40618.16	172.84		
SelfCncp	1	.12	.12	.00	.9756
	247	38683.90	148.11		
SocAdj	1	1253.33	1253.33	4.17	.0397*
	248	74562.27	300.65		

Analysis of Variance for Number of Years Old (Age)

Age	Spelling	Arithmetic	Reading	Acadach	SelfCncp	Socadj
13	4.20	4.17	3.73	4.03	57.71	21.43
	7	7	7	7	7	7
14	3.99	3.82	4.24	4.03	47.48	25.05
	38	38	36	36	40	41
15	4.13	4.27	4.27	4.21	51.16	23.28
	50	50	50	50	50	50
16	4.16	4.54	4.30	4.36	53.26	21.35
	71	71	70	69	72	72
17	3.85	4.25	3.90	4.02	52.66	24.36
	43	44	44	43	44	44
18	3.78	4.12	3.43	3.79	49.57	21.65
	35	36	34	33	37	37

Age	DF	Sum of Squares	Mean Square	F Value	Prob F
Spelling	5	553.67	110.73	.44	.8220
	238	59959.25	251.93		
Arithmetic	5	1346.95	269.39	2.06	.0708
	240	31440.55	131.00		
Reading	5	2202.29	440.46	1.11	.3552
	235	93193.58	396.57		
Acadach	5	1722.04	246.01	1.10	.3664
	245	55018.92	224.57		
SelfCncp	5	1626.18	232.31	1.60	.1352
	244	35415.38	145.14		
SocAdj	5	982.60	140.37	.45	.8682
	245	75938.63	309.95		

*.05 level of significance
**.01 level of significance

Table 4

Phase II Correlation Coefficient Matrix

	Spelling	Arithmetic	Reading	Self-Concept	Social Adjustment
Spelling	X	.450**	.821**	.075	-.163*
		243	239	245	245
Arithmetic	.450**	X	.476**	.136	-.152
	243		241	246	246
Reading	.821**	.476**	X	.100	-.130
	239	241		242	242
Self-Concept	.075	.136	.100	X	-.162*
	245	246	242		252
Social Adjustment	-.163	-.152	-.130	-.162	X
	245	246	242	252	

*.05 level of significance
**.01 level of significance

The number listed under the correlation coefficient is the number of students used in the compilation.